

# NEGOTIATION WITH PARENTS: THE PRACTICAL STUFF

AMC/GAL TRAINING  
DAY 5  
SHARON WICKS DORNFELD

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Week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1							
2							
3							
4							
5							
6							
7							
8							

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## NEEDS OF CHILDREN OF DIVORCE THROUGH DEVELOPMENT

Age	Developmental Task	Characteristics of the Stage	Signs of Stress	Child Needs
Infants (birth to 6 months)	To establish how best that basic needs will be satisfied.	Child is totally dependent upon parents and has no concept of self being different from others. Child cries early to get needs satisfied. Cries progressively louder or with more persistence. Usually happy or easily soothed. Sleeps most of the time.	Excessive crying. Eating and/or sleeping problems.	Consistent response to needs, consistent schedule and lots of holding and hugging.
Infants 6-18 months old	To establish an attachment bond with parents.	At around 6-9 months, child normally shows separation anxiety and stranger anxiety (which are healthy signs of attachment). Child may show distress in having primary care given to go with any other person (SUCKLING for other loving parent).	Crying, clinging, fear of being away from parent.	Consistency of schedule. Important not to separate infant from significant person for lengthy periods of time or to FORCE separations even for short periods of time.
Toddlers (18 months - 3 years old)	To develop a sense of independence, autonomy, and sense of self as separate from parents.	Child "test the limits" constantly in true "terrible two" fashion. It is normal to be non-compliant, manipulative and self-centered. From no personal power and separation.	Irritability and anxiety. Excessive fears and worries. Regression to earlier behaviors. Fear of separation, clinginess and asking for absent parent.	Predictable and safe environment. Clearly defined and consistent limits (including child that call and receive). Fair, firm and consistent parenting. Very consistent and predictable schedule.
Pre-Schoolers (3-4 years old)	To learn to take initiative, control impulses, interact and play cooperatively with peers and begin socialization.	The focus is on social rules and on mimicking adult behaviors. The stage of egotism, invented realities, vivid fantasies, and magical thinking ("I think it is, it will happen"), which causes much anxiety. Acute sensitivity to parental conflict and parents' moods and feelings. Their perspective is very limited (as about 2-3 days maximum) and, when appropriate, child benefits by frequent contact (by phone or in person) with other parent.	Excessive fears and anxieties including fear of separation and abandonment. Blames self for adult actions (including divorce). Shows regressive behaviors (e.g., thumb-sucking, bed-wetting, tantrums, clinginess). Shows transition distress and resistance to going with other parent.	Reassurance with hugs and holding, and words like "I love you", "You'll be O.K.", "I'm Father/Mother and I will make sure things are O.K. for you". Consistent and predictable routine, with some advanced notice and explanations for any changes to routine.

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ALT WEEKENDS  
Fri - Mon

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1			Dad dinner		D	D	D
2			Dad dinner				
3			Dad dinner		D	D	D
4			Dad dinner				
5			Dad dinner		D	D	D
6			Dad dinner				
7			Dad dinner		D	D	D
8			Dad dinner				

6 week school: Mom Dad  
 OAS 44 12  
 Weekend Days 8 8  
 Contact Days 48 24

Max Days between Contacts 2 6

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5/2

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	M	M	D	D	M	M	M
2	M	M	D	D	D	D	D
3	M	M	D	D	M	M	M
4	M	M	D	D	D	D	D
5	M	M	D	D	M	M	M
6	M	M	D	D	D	D	D
7	M	M	D	D	M	M	M
8	M	M	D	D	D	D	D

6 week school: Mom Dad  
 OAS 28 28  
 Weekend Days 8 8  
 Contact Days 26 26

Max Days between Contacts 4 4

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**THE NEW YORKER**

"I have the kids Friday, Saturday, and Sunday. She has them Monday, Tuesday, and Wednesday. Thursday they're free range."

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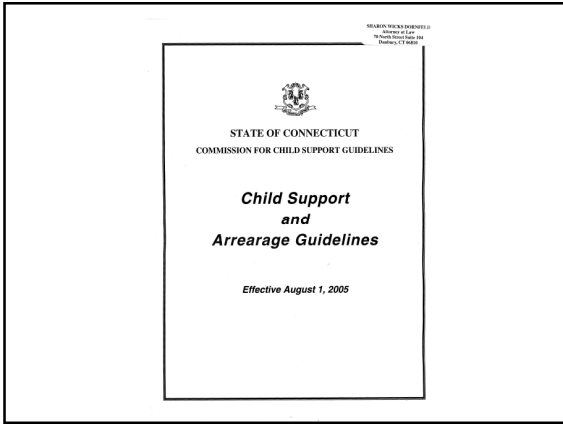
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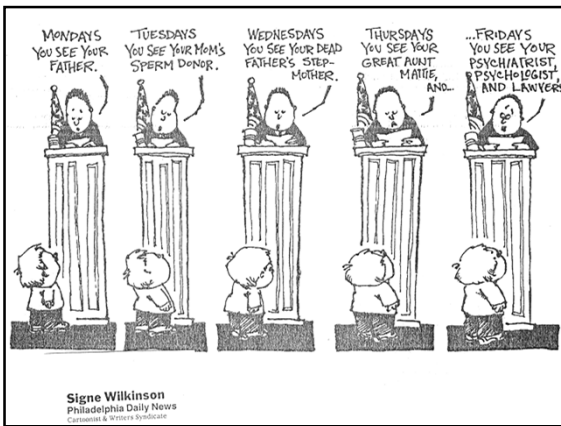
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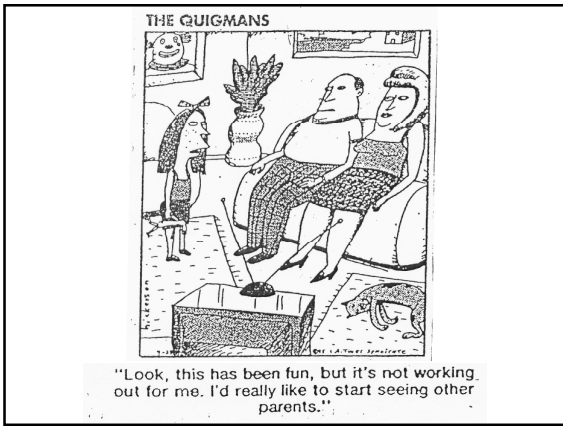
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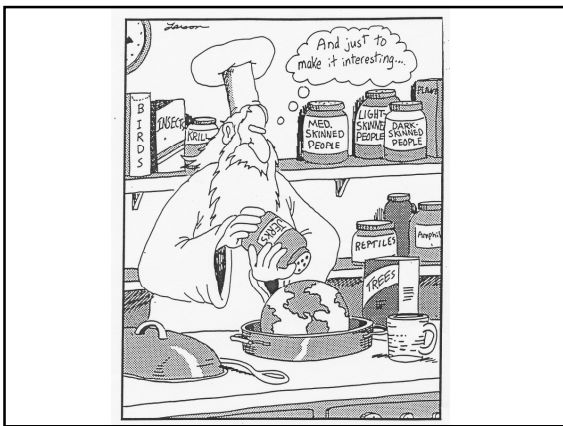
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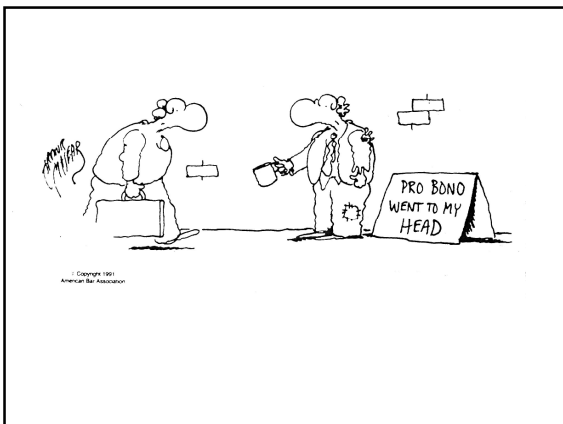
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